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ABSTRACT

The effect of management style upon resident students' evaluations of student advisors was examined. Student ratings of the 9.9 managers, considered to be the most effective of the five basic approaches found in Blake and Mouton, were compared to the ratings of advisors using other styles. The 17 student advisors in the York College residence facilities were administered the "Self Assessment of Key Managerial Orientations" form of Blake and Mouton. It was found that 47 percent of the advisors use the 9.9 management style, 35 percent use the 5.5 style, and 18 percent use the 1.9 style. All 590 York College dormitory residents were asked to rate their student advisors on a scale of 1 (poor) to 4 (excellent) on the overall performance item of the student advisor evaluation form. The 297 survey forms returned revealed that students rated 9.9 managers significantly higher than 5.5 advisors, but not higher than 1.9-style advisors. It was recommended that high concern for students, as reflected in the 1.9 and 9.9 management styles be emphasized in the selection and training of student advisors in order to promote improved advisor-student rapport. (Author/LBH)

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Personal Management Style As It Relates To Effective Governance In York College Residence Facilities

CORE MODULE

College Governance

by

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Eastern Pennsylvania

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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ABSTRACT

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The study examined the effect of management style upon resident students' evaluations of student advisors. Student ratings of the 9,9 managers, considered to be the most effective of the five basic approaches found in Blake and Mouton (1964), were compared to the ratings of advisors using other styles.

The 17 student advisors in the York College residence facilities were administered the " Self Assessment of Key Managerial Orientations " form (Blake and Mouton, 1964). It was found that 47% of the advisors use the 9,9 management style, 35% use the 5,5 style, and 18% use the 1,9 style.

All 590 York College dormitory residents were asked to rate their student advisors on a scale of 1 (poor) to 4 (excellent) on the overall performance item of the student advisor evaluation form. The 297 returned survey forms revealed that students rated 9,9 managers significantly higher that 5,5 advisors. However, 9,9 advisors were not rated higher than 1,9 style advisors.

It was recommended that high concern for students, as reflected in the 1,9 and 9,9 management styles be emphasized in the selection and training of student advisors in order to promote improved advisor-student rapport.

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INTRODUCTION

A review of the recent literature reveals that student advisors are generally becoming involved in new areas of responsibility within their various residence life systems. Basically, the trend includes programming for higher level education goals, in addition to meeting the traditional hygiene-related needs of residents. Subsequently, student personnel administrators are faced with examining the type of student advisor who can best accomplish the residence life goals that have been established.

One alternative to this dilemma might stem from the fact that the concerns of today's residence life systems lend themselves well to the "Y" theories of human behavior, exemplified by the 9,9 theory of management as found in Blake and Mouton (1964). In fact, several educators are supporting the 9,9 philosophy as the most desirable style for student personnel administrations on today's campuses (Richardson, Blocker, and Bender 1972; Morgan, 1972; Petrello, 1969).

To determine if varying management styles were being used in York College residence facilities, a brief feasibility study was conducted. The "Self Assessment of Key Managerial Orientations" form (appendix), as found in chapter one of Blake and Mouton (1964), was administered to all 17 student advisors in the York College residence life system. The results revealed that 8 advisors were classified as 9,9 managers, 6 had the 5,5 style, while 3 advisors used a 1,9 managerial style. Then, through the annually administered "Student Evaluation of York College Student Advisors" survey form (appendix), all resident students were given the opportunity to rate their student advisors on an overall performance scale. This arrangement easily permits the comparison of

student ratings for the 9,9 advisors with those ratings for the 5,5 and 1,9 advisors, respectively.

By clearly identifying the 9,9 managerial style and demonstrating its effectiveness over the two alternate styles in terms of student ratings, the Office of Residence Life may empirically justify promotion of the 9,9 philosophy in student advisor training programs. Furthermore, the utilization of the managerial style measuring instrument as an input in the student advisor interview and selection process is similarly warranted.

Statement of the Problem

This paper addresses itself to two basic questions:

1) Do dormitory residents tend to rate the overall performance of 9,9 managerial style student advisors significantly higher than advisors using a 5,5 managerial style?

2) Do dormitory residents tend to rate the overall performance of 9,9 managerial style student advisors significantly higher than advisors using a 1,9 managerial style?

BACKGROUND AND SIGNIFICANCE

A study at Ohio University revealed that a student will usually spend from "80 to 100 hours per week where he lives" (Ester, 1969) as opposed to 15 to 20 hours in the classroom. Obviously, the residence hall system can have either a contributing or deteriorating effect upon the development of the residents. Until recently, administrators and faculty were concerned mainly with discipline, budgeting, and planning. Today, administrators, faculty and student officials are being forced into listening, researching and producing an environment that strives to fulfill the educational needs of students and provides an opportunity for students to become a part of their floor or hall community. (Hoelting, 1973).

For example, Hubbell and Sherwood (1973) propose that management in the residence halls involves three dimensions of consideration. First are the human interactions which occur, such as introspection, one-to-one, individual to group, and individual student to faculty or administrator. Next are the developmental needs of students, including boundary testing, heterosexual relationships, receiving feedback on behavior, learning the give and take of social situations, influencing others, studying and experiencing quiet and privacy, and encountering new people and programs. Third are the environmental options which can be matched to more constant developmental needs and human interactions. Some of these options are: academic interest floors, faculty involvement areas and activities, a choice of social environments, limited staff halls, and grouping by extracurricular interests.

Stoner and Yokie (1969) believe that a residence hall system performs two functions on any campus: 1) it provides for the physical well-being of stu-

dents and 2) it provides a supplement to the total educational process by providing the proper scholastic environment. The role of housing in a collegiate community should thus encompass the following educational-environmental aspects: stimulation of academic excellence, facilitation of participation in various social situations, encouragement of self-discipline, maintenance of a place of refuge and privacy, provision of a safe and comfortable environment, promotion of the democratic ethic, provision of recreational outlets, and development of a professional residence hall staff.

Greenwood and Lembcke (1975) surveyed 150 colleges and universities to determine what role student advisors have in today's residence hall situation. Replies were received from 124 institutions, 114 of which used student advisors. Tabulation of the responses showed that counseling, discipline, administration, on-duty time, and programming, in that order, were predominant activities of the student personnel.

Similar to other institutions of higher education, York College has developed a system of student advisors whose responsibility is to help the group function in a variety of ways: problem solving, friction reduction, educational projects, behavioral limit-setting and supportive action within a living unit of 40 students. In addition, the advisors are expected to assist in the planning and implementation of integrated social, recreational, cultural and intellectual activities in order to broaden the use of leisure time experiences. "The effect of such a system is to spread the base of leadership, counseling, and discipline among a great many persons, most of whom are students." (Nickerson and Harrington, 1971).

More specifically to York College of Pennsylvania, the following objectives, as found in the official "Job Description for Student Advisors", have

been established:

I. For Administration

1. Make referrals to immediate supervisor on all problems that warrant the supervisor's attention; and be ready to assist with problems that may occur in the residence area.
2. Cooperate with other college agencies (housing and food services, security etc.) for the benefit of the student.
3. Assist with fire drills and other safety measures in the halls.
4. Assist with and use the necessary record forms and reports such as unit rosters, fire drill reports, theft reports, incident reports, etc.
5. Assist in opening and closing of halls, room change requests, and associated problems.
6. Participate in scheduled staff meetings and supplemental group meetings; meet with supervisory staff for individual conferences.
7. Work in close cooperation with other staff in the residence hall, and also in the area. Make opportunities for contact with staff of other areas occasionally.
8. Budget personal time for study, work and relaxation.

II. For Student Groups

1. Encourage effective student government; work with student leaders and act as a resource person.
2. Stimulate organization of educational, athletic, social, and cultural activities by students, contributing appropriate guidance to the success of these activities.

3. Develop among the students a feeling of group responsibility for their living conditions, with special emphasis on the maintenance of good study conditions.
4. Help students to develop methods for effective enforcement of the necessary rules and regulations for group living.

III. For Individual Students

1. Get to know each student in the unit as soon as possible.
2. Advise and counsel students, within the limits of training and capability, on academic, personal, and social matters.
3. Be thoroughly familiar with the contractual responsibilities of students in their arrangements with the college, i.e., housing, academic requirements, etc.
4. Refer those students in need of specialized help to appropriate college agencies (health services, housing, academic advisor, financial aid, etc.) or to the Resident Director. Detection of individual maladjustment, or potential maladjustment is important.
5. Be available for assistance to students.
6. Interpret the respective goals, values, objectives, and actions of students, institution, and community, one to the other.
7. Assist in promoting an atmosphere conducive to the development of student responsibility and self-government through self-examination of attitudes and behavior.
8. Be aware of student attitudes, standards, academic achievements and difficulties, and health problems.

9. Foster student awareness of the importance of safety precautions in the residence hall and on and off campus.
10. By personal practice set the best possible example.

It is clear that stude t advisors actually serve as an extension of the college administration. Therefore the theories of management, and subsequently the encouragement of effective managerial styles within the residence hall living units should be of major concern to student personnel administrators. (McIntyre, 1974).

In support of this concept is a study of 44 students in the Student Personnel training program at the University of Georgia. (Newton and Hellenga, 1974). The results of three questionnaires revealed the need for modification of existing training goals to provide more in-depth experience in managerial skills. This led to the development of a one-quarter unit in management practice.

James McIntyre (1974) agrees that basic management skills are necessary to support efficient student personnel programs in an era of increasing competition for limited funds. He suggests that the first task is to develop a viable philosophy, one that is concerned with the development of the student as a whole person. A realistic assessment of personnel and financial resources can then begin to mesh philosophy and reality.

A study conducted at Ohio University (Moy and Hales, 1973) explored the effect of management styles upon a residence life program. Student evaluations were used to obtain mean ratings for student floor advisors on initiating structure and consideration. The advisors then completed the Profile of Organizational Characteristics (POC) by describing their management behavior. It was found that those having a high consideration and initiating structure

rating tended to have a high POC mean score.

A related study was conducted by Hefke (1969) in an attempt to determine whether low authoritarian resident advisors received higher ratings by students on the "Resident Advisor Evaluation Form" than high authoritarian resident advisors. However, all of the resident assistants were relatively non-authoritarian, as reported by the Rokeach Dogmatism Scale.

This study will also address itself to resident students' evaluations of student advisors with varying personnel management styles. However, management style will also be determined in accordance with the five basic styles found within the Blake and Mouton Managerial Grid (1964): 9,1; 1,9; 1,1; 5,5; and 9,9. The 9,1 style reflects maximum concern for the task and minimum concern for people. To the other extreme, the 1,9 administrator is concerned primarily with keeping people happy, and makes no effort to improve the quality of output. The 1,1 manager seeks minimal involvement in human relationships and achievements of objectives. The 5,5 administrator "recognizes the challenges but attempts to resolve matters in terms of accepting some kind of balance between the needs of people and the objectives of the institution." (Richardson, Blocker, and Bender, 1972). Finally, the 9,9 managerial style is considered most desirable since it promotes the "conditions that integrate creativity, high productivity, and high morale through concerted team action". (Guest, 1962).

The 9,9 manager encourages participation and involvement in the planning of work so that all concerned have the opportunity to think through and develop a basis of effort which reflects the best available thinking. Thus, all team members feel responsible for getting the job done in the best possible manner.

The 9,9 manager estaolishes direction, then allows the job to become self directed by the participants. (Marrow, 1957).

Richardson, Blocker, and Bender (1972) note that the 9,9 administrator works within the "Y" concept of human behavior which basicallly means that greater emphasis is placed upon the higher needs of people. Although they suggest that most administrators in today's colleges are of the 5,5 variety, they strongly urge more administrators to move in the direction of the 9,9 philosophy.

Morgan (1972) agrees that the main emphasis of student personnel administrators should focus on the "Y" concept, or the higher needs of students. He recommends program planning for both general and specialized interest.

Petrello (1969) also supports the "Y" concept for student personnel administrators who he believes must accept the responsibility for the students' intellectual and cultural growth. Hence, of the five basic managerial styles, it seems likely that the 9,9 would prove most effective for student advisors in the York College residence life system.

Summary of the Literature

The current professional literature reveals the following:

1) Student personnel administrators are striving to meet the higher level educational needs of today's resident students in addition to meeting the traditional concerns related to physical well-being.

2) Student advisors play a major role in the management of student personnel programs as they relate to residence life.

3) Effective management skills are necessary to support current student personnel programs.

4) Of the basic styles of management defined within the Blake and Mouton Managerial Grid (1964) the 9,9 philosophy is most appropriate for contemporary student personnel workers.

With this in mind, the researcher has set out to determine if indeed 9,9 student advisors tend to receive higher overall performance ratings by dormitory residents. Since resident students are the actual consumers of the residence life system, their input is considered to be a highly important factor in the development of a relevant governance structure.

PROCEDURES

Definition of Terms

1) College Governance - An organized system of governance whereby there is some form of responsibility shared in decision making, policy making, or at least input.

2) Dependent Variable - Overall performance rating.

3) Independent Variable - Managerial Style.

4) Intervening Variables - sex, age, status, fatigue, external occurances (i.e. final examinations), values, differing perceptions of the role of the student advisor, attitudinal differences in regard to governance; possible non-representativeness of the return sample.

5) Management Style - One of the five basic styles as found in the Blake and Mouton Managerial Grid (1964). Each is composed of two interacting axes, one to reflect concern for people, while the other represents concern for getting the job done.

6) Overall Performance Score - A numerical rating of 1 (poor), 2 (fair), 3 (satisfactory), or 4 (excellent) on item number 9 of the "Student Evaluation of York College Student Advisors" survey form.

7) Resident Advisor - See student advisor.

8) Student Advisor - A full time upperclass resident student who serves as the administrative representative in the residence hall and is immediately responsible to the Resident Director of the dormitory.

9) "Y" Theory of Management - The theory in which the individual is viewed as seeking an opportunity to achieve the highest possible psychological needs.

Limitations of the Study

1) The extent to which the returned questionnaire accurately reflected the sentiments of the entire population affected the validity of the study.

2) The accuracy of the student evaluation form as a measure of student advisor performance affected the validity of the study.

3) The effectiveness of the Blake and Mouton self assessment device in measuring managerial styles affected the validity of the study.

4) Any of the intervening variables from motivation to fatigue may have limited the accuracy of this investigation.

5) The extent to which York College resident students and student advisors reflected the larger college population limited the external validity of this investigation.

Basic Assumptions

1) It is assumed that resident students did accurately rate student advisors on the evaluation form.

2) It is assumed that student advisor managerial styles were accurately assessed through the Blake and Mouton self assessment device.

3) It is assumed that the completed and returned evaluation form accurately represented the perceptions of all York College resident students.

4) It is assumed that the possible intervening variables and other limitations of the study did not adversely affect the results.

Procedures for Collecting Data

1) The annually administered "Student Evaluation of York College Student Advisors" survey form (appendix), with an attached cover letter, was distributed to all 590 on campus residents of York College.

2) The overall performance score (item #9) on each completed survey was converted to a numerical quantity on the following basis:

E=4; S=3; F=2; P=1

N/A responses were discarded.

3) Each survey was placed in one of three categories according to the pre-identified managerial style of the advisor being evaluated:

1,9; 5,5; or 9,9

Procedures for Treating Data

1) A t test was utilized to compare the mean of the 135 resultant overall performance scores of 9,9 administrators with the mean of the 105 resultant overall performance scores of the 5,5 administrators.

3) Two null hypotheses were tested:

a) There is no significant difference between the mean of the overall performance rating scores of 9,9 managerial style advisors as compared to the mean of the overall performance scores of the 5,5 managers.

Null Hypothesis	$H_o : \bar{x}_1 = \bar{x}_2$
Alternate Hypothesis	$H_a : \bar{x}_1 > \bar{x}_2$
Level of Significance	$\alpha = .05$
Critical t value	1.652
d.f.	238
One Tailed Test	.95 percentile value

H_o will be rejected and H_a accepted if $t > 1.652$.

b) There is no significant difference between the mean of the overall performance rating scores of the 9,9 managerial style advisors as compared to the mean of the overall performance scores of the 1,9 managers.

Null Hypothesis	$H_o : \bar{x}_1 = \bar{x}_2$
Alternate Hypothesis	$H_a : \bar{x}_1 > x$
Level of Significance	$\alpha = .05$
Critical t value	1.654
d.f.	190
One Tailed Test	.95 percentile value

H_o will be rejected and H_a accepted if $t > 1.654$

Criterion Related Validity of Testing Instrument

The Resident Director and Assistant Director in each of the four dormitories jointly classified their student advisors as being a 9,1; 1,9; 1,1; 5,5; or 9,9 style manager. Using the phi coefficient of validity, the Directors' evaluations of the advisors' managerial styles were correlated with the corresponding results on the managerial style self assessment instrument.

Test-Retest Reliability of Testing Instrument

The Blake and Mouton self assessment instrument was administered twice to each student advisor following a six weeks interval. The results from the first administration were correlated with the second set of scores using the phi validity coefficient.

RESULTS

The data resulting from the study is as follows:

Hypothesis Number 1

9,9 managerial style	5,5 managerial style
$n_x = 135$	$n_y = 105$
$\Sigma x = 405$	$\Sigma y = 215$
$\Sigma x^2 = 1315$	$\Sigma y^2 = 545$
$\sigma x = .953$	$\sigma y = 1.003$
$\bar{x} = 3.00$	$\bar{y} = 2.05$

critical t value = 1.654

calculated t value = 3.551

The above table records the calculated statistics related to evaluation results of the 9,9 style advisors and the 5,5 advisors. It shows respectively: the number in each group, sum of scores, sum of scores squared, standard deviation, and mean. The calculated t value exceeds the critical t value at the .05 level, leading the researcher to conclude that the null hypothesis should be rejected. The researcher further concludes that resident students tend to rate 9,9 managerial style student advisors significantly higher than 5,5 advisors.

Hypothesis Number 2

9,9 managerial style	1,9 managerial style
$n_x = 135$	$n_y = 57$
$\Sigma x = 405$	$\Sigma y = 179$
$\Sigma x^2 = 1335$	$\Sigma y^2 = 609$
$\sigma x = .95$	$\sigma y = 1.01$
$\bar{x} = 3.00$	$\bar{y} = 3.14$

critical t value = 1.652

calculated t value = -.064

The above table records the calculated statistics related to the evaluation results of the 9,9 managerial style advisors, and the 1,9 advisors. It designates respectively; number in each group, sum of scores, sum of scores squared, standard deviation and mean. Since the calculated t value does not exceed the critical t value at the .05 level, the null hypothesis can not be rejected. The researcher therefore concludes that residents' ratings of 9,9 managerial style student advisors are not significantly higher than residents' ratings of the 1,9 advisors.

Residual Findings

To assist the reader in a descriptive analysis, the mean and standard deviation of the overall performance scores for each of the tested managerial styles is listed below:

Performance Rating Results

	9,9 Advisors	5,5 Advisors	1,9 Advisors
Mean	3.00	2.05	3.14
Standard Deviation	.953	1.025	1.01

The chart below shows that 47% of the York College student advisors use the 9,9 managerial style. The majority of the advisors also use the 9,9 philosophy in the subscales of decisions, convictions, emotions and humor. However, the 5,5 philosophy is apparently dominant in the conflict and effort subscales.

Percentage of Student Advisors Falling in Each Subscale of the Blake and Mouton Self Assessment Instrument

	1,1	1,9	5,5	9,1	9,9
Management Style	-	18%	35%	-	47%
Decisions	-	18%	12%	12%	58%
Convictions	6%	6%	28%	10%	50%
Conflict	-	33%	37%	6%	24%
Emotions	-	24%	-	6%	70%
Humor	-	35%	-	6%	59%
Effort	6%	6%	70%	6%	12%

Hence, it appears that the most typical York College student advisor is a 9,9 manager with an overall performance rating of 3.

Instrument Validity

Using the phi coefficient the Resident Directors' and Assistant Directors' evaluations of the student advisors were correlated with the results of the managerial style self assessment device. The resulting validity coefficient was .73.

Instrument Reliability

Using the phi coefficient, the results of the first administration of the self assessment device was correlated with the results of the second testing conducted six weeks later. The reliability coefficient was found to be 1.00.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

It is clear that York College residents tended to rate 9,9 managerial style advisors significantly higher than 5,5 advisors. However, the 9,9 advisors were not rated higher than the 1,9 style advisors.

The researcher questions why the 9,9 managers did not receive superior ratings over the 1,9 advisors. What do these two managerial philosophies have in common? Obviously, both styles reflect the highest concern for people, although they span the opposite extremes in terms of emphasis placed on production. Approaching the results from this aspect, they appear to be consistent with Blake and Mouton's theory of two intersecting axes. After all, if these two styles exemplify the highest regard for student welfare, it seems likely that the students in turn might rate these advisors well. Thus, the researcher asserts that concern for the students' well-being had a major influence on the ratings of the advisors.

Implications and Recommendations for York College

1) It is recommended that the results of the resident students' evaluations should be presented at the student advisor training program next fall. Administrative representatives in the residence halls should be made aware of the fact that students differentiate between the basic managerial attitudes of advisors. Those trainees who lack genuine concern might well consider an alternative avocation.

2) It is further recommended that the "Self Assessment of Key Orientations" form (appendix) be administered to all student advisor applicants next

spring. Results should be used as input during the interview and selection process. By using this additional criterion, it is hoped that the advisors finally selected will better relate to the resident student population.

Further Discussion and Recommendations

The resident students provide an extremely important input into a well balanced evaluation of student advisor performances. For additional input, the researcher recommends that a follow-up study be conducted next year in which the supervisors of the student advisors are asked to rate the advisors according to perceived effectiveness. The administrative evaluations of the 1,9, 5,5 and 9,9 managerial style advisors might then be compared with the resident student ratings. It is likely that the "concern for production" aspect of the Blake and Mouton (1964) managerial style orientations will play a more dominant role in the administrative evaluations as compared to the student evaluations.

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APPENDIX

YORK COLLEGE OF PENNSYLVANIA

STUDENT EVALUATION OF YORK COLLEGE STUDENT ADVISORS

Residence Hall _____ Floor _____

Rate your student advisor on each of the following categories by circling the appropriate response ... E = Excellent; S = Satisfactory; F = Fair; P = Poor; N/A = Unable to Judge

1)	Supplying residents with relevant information on college and residence hall procedures and events.	E	S	F	P	N/A
2)	Enforcing college and residence hall regulations	E	S	F	P	N/A
3)	Maintaining an orderly atmosphere on the floor	E	S	F	P	N/A
4)	Availability on the floor	E	S	F	P	N/A
5)	Ability to talk about personal matters	E	S	F	P	N/A
6)	General rapport with students	E	S	F	P	N/A
7)	Ability to react in an emergency	E	S	F	P	N/A
8)	Ability to communicate (get the point across, whether in discipline or social discussion)	E	S	F	P	N/A
9)	OVERALL PERFORMANCE	E	S	F	P	N/A

A) What do you like most about your SA?

B) What do you like least about your SA?

C) What suggestions could you make to your SA to improve the atmosphere on your floor?

D) Additional comments: (feel free to continue on reverse side)

NAME _____

RESIDENCE HALL FLOOR NO._____

Self Assessment of Key Managerial
Orientations For Student Advisors

Managerial Styles

Rank the paragraphs from most to least typical, as a description of yourself. 1 is most typical, 2 is next most typical, and so on to 5 which is least typical of you. When you have finished ranking, there should be only one of each number from 1 to 5. There can be no ties.

_____ a. I accept decisions of others. I go along with opinions, attitudes, and ideas of others or avoid taking sides. When conflict arises, I try to remain neutral or stay out of it. By remaining neutral, I rarely get stirred up. My humor is seen by others as rather pointless. I put out enough effort to get by.

_____ b. I place high values on maintaining good relations. I prefer to accept opinions, attitudes, and ideas of others rather than to push my own. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together. Because of the disturbance tensions can produce, I react in a warm and friendly way. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side. I rarely lead but extend help.

_____ c. I search for workable, even though not perfect, decisions. When ideas, opinions or attitudes differ from my own, I initiate middle ground positions. When conflict arises, I try to be fair but firm and to get an equitable solution. Under tension, I feel unsure which way to turn or shift to avoid further pressure. My humor sells myself or a position. I seek to maintain a good steady pace.

_____ d. I place high value on making decisions that stick. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes. When conflict arises, I try to cut it off or to win my position. When things are not going right, I defend, resist or come back with counter arguments. My humor is hard hitting. I drive myself and others.

_____ e. I place high value on getting sound creative decisions that result in understanding and agreement. I listen for and seek out ideas, opinions and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind. When conflict arises, I try to identify reasons for it and to resolve underlying causes. When aroused, I contain myself, though my impatience is visible. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure. I exert vigorous effort and others join in.

Elements

Consider all of the "1" statements (i.e., a1, b1, c1, d1, e1) and select from them the one which best describes you. Do the same for all "2" elements circling the one which typifies you. Do the same for the "3" "4" "5" and "6" elements.

Element 1: Decisions

a1. I accept decisions of others.
b1. I place high value on maintaining good relations.
c1. I search for workable, even though not perfect, decisions.
d1. I place high value on making decisions that stick.
e1. I place high value on getting sound creative decisions that result in understanding and agreement.

Element 2: Convictions

a2. I go along with opinions, attitudes, and ideas of others or avoid taking sides.
b2. I prefer to accept opinions, ideas and attitudes of others rather than to push my own.
c2. When ideas, opinions or attitudes different from my own appear, I initiate middle ground positions.
d2. I stand up for my ideas, opinions or attitudes even though it sometimes results in stepping on toes.
e2. I listen for and seek out ideas, opinions and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind.

Element 3: Conflict

a3. When conflict arises I try to remain neutral or stay out of it.
b3. I try to avoid generating conflict, but when it does appear I try to soothe feelings and to keep people together.
c3. When conflict arises I try to be fair but firm to get an equitable solution.
d3. When conflict arises I try to cut it off or win my position.
e3. When conflict arises I try to identify reasons for it and to resolve underlying causes.

Element 4: Emotions (Temper)

a4. By remaining neutral, I rarely get stirred up.
b4. Because of the disturbance tensions can produce, I react in a warm and friendly way.
c4. Under tension I feel unsure which way to turn or shift to avoid further pressure.
d4. When things are not going right, I defend, resist or come back with counter arguments.
e4. When aroused I contain myself though my impatience is visible.

Element 5: Humor

a5. My humor is seen by others as rather pointless.
b5. My humor aims at maintaining friendly relations or when strains do arise it shifts attention away from the serious side.
c5. My humor sells myself or a position.
d5. My humor is hard hitting.
e5. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure.

Element 6: Effort

a6. I put out enough effort to get by.
b6. I rarely lead but extend help.
c6. I seek to maintain a good steady pace.
d6. I drive myself and others.
e6. I exert vigorous effort and others join in.